

## The Text Rendering Protocol

This strategy enables students to collaboratively construct meaning, clarify, and expand their thinking about a text or document.

### Teacher Preparation:

1. Select a text.
2. Determine a method for assigning roles.
3. Make a copy of the note-taking graphic (2-2-2) for each student.

### Lesson Plan:

1. Have students prepare for the activity:
  - Read the text.
  - Mark a *sentence*, a *phrase*, and a *word* that you think is particularly significant to your understanding of this topic.
2. Assign roles:
  - A facilitator to guide the process.
  - A scribe to track the phrases and words that are shared.
3. First Round: Each person shares a *sentence* from the document that he/she thinks/feels is particularly significant.
4. Second Round: Each person shares a *phrase* that he/she thinks/feels is particularly significant.
5. Third Round: Each person shares the *word* that he/she thinks/feels is particularly significant.
6. The group discusses what they learned about the text.
7. The group shares the words that emerged and any new insights about the document.
8. The group debriefs the text rendering process.

Alternate activity; The text can be jigsawed and the activity done in groups. In this case, use the second handout (2-2-3) with the box for recording summary statements shared in the group.

## Text Rendering Protocol Notes

Article: \_\_\_\_\_

Sentence
Phrase
Word

Summary
Connections to personal experience or other knowledge

## Text Rendering Protocol Notes

Article: \_\_\_\_\_

Sentence
Phrase
Word

Summary
Connections to personal experience or other knowledge

Summary statements shared in group
------------------------------------

## Text Rendering Protocol

### Benefits:

- Students collaboratively construct meaning and expand their thinking
- Students focus on text and revisit it for clarification
- Students become engaged in the reading

Applications in the Classroom	Meeting the Diverse Needs of Students
<ul style="list-style-type: none"> <li>- Learning new material</li> <li>- Jigsaw activity in cooperative learning groups</li> <li>- Springboard for writing</li> <li>- Student support for classroom discussion</li> <li>- Formative assessment</li> <li>- Adapt as exit or summarization strategy</li> <li>- Adapt as review activity</li> <li>- Introduces new vocabulary</li> <li>- Opportunity for student connection to prior experience</li> </ul>	<ul style="list-style-type: none"> <li>- Flexible grouping (homogeneous or heterogeneous)</li> <li>- Use varied texts of different difficulty</li> <li>- Can tier the assignment: Low groups does the sentence, phrase, and word; Average group does the summary; High group does the connections</li> <li>- Use in learning center or independent study as an enrichment activity</li> <li>- Open-ended activity</li> <li>- Opportunity for higher-order thinking</li> <li>- Scaffolded support</li> <li>- Student self assessment</li> </ul>
Content-Area Examples Collected from Workshop Participants	
<p>English:</p> <ul style="list-style-type: none"> <li>- In discussing character or conflict, the teacher gives the word and phrase and the students must create the sentence.</li> <li>- In analyzing plot, do the exercise for each segment of the plot.</li> </ul> <p>Math:</p> <ul style="list-style-type: none"> <li>- In a word problem, use to analyze information and identify exactly what needs to be solved for</li> <li>- Teacher provides word and phrase, and student provides sentence to summarize concept learned</li> </ul>	